



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 7

Test Date: March 2008  
Code: 12301614  
SAU: MSAD 36  
School: Livermore Falls Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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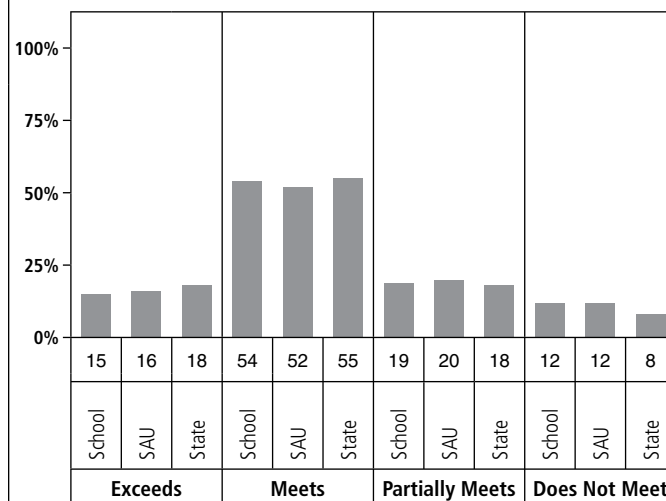
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 7  
SAU: MSAD 36  
School: Livermore Falls Middle School

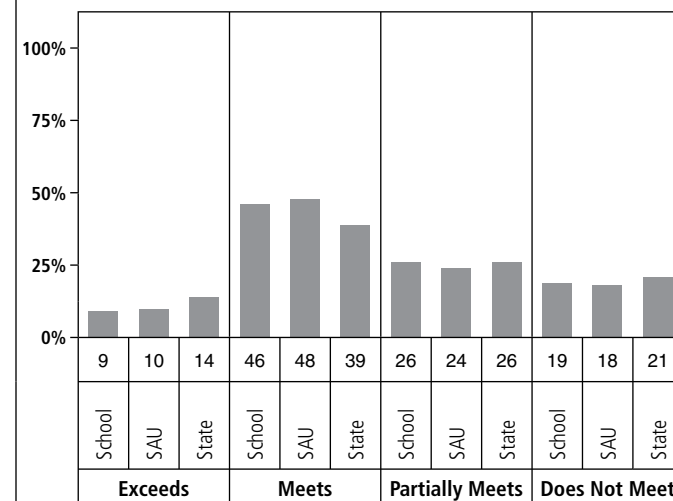
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2005–2006	738	738	745
2006–2007	746	745	748
<b>2007–2008</b>	<b>747</b>	<b>747</b>	<b>750</b>
Cum. Avg. *	743	743	748
<b>Mathematics</b>			
2005–2006	731	731	740
2006–2007	737	737	742
<b>2007–2008</b>	<b>743</b>	<b>743</b>	<b>743</b>
Cum. Avg. *	737	737	742

## ELA – READING



## MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	86	100	83	100	14818	100	85	99	82	99	14698	99	85	99	82	99	14694	99												
Ethnicity African American/Black	1	1	1	1	381	3	1	100	1	100	372	98	1	100	1	100	375	99												
American Indian or Native Alaskan	0	0	0	0	113	1	0	0	0	0	112	99	0	0	0	0	112	99												
Asian or Pacific Islander	1	1	1	1	219	1	1	100	1	100	213	97	1	100	1	100	217	99												
Hispanic	2	2	2	2	178	1	2	100	2	100	176	99	2	100	2	100	177	100												
Caucasian/White	82	95	79	95	13927	94	81	99	78	99	13825	99	81	99	78	99	13813	99												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	15	17	15	18	2556	17	14	93	14	93	2508	99	14	93	14	93	2497	98												
Current LEP	1	1	1	1	363	2	1	100	1	100	352	97	1	100	1	100	360	99												
Economically disadvantaged	56	65	56	67	5461	37	55	98	55	98	5408	99	55	98	55	98	5406	99												
Migrant	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	62	72	59	71	12195	82	62	72	59	71	12215	82												
Identified disability (PET/IEP)	2	3	2	3	418	3	2	3	2	3	421	3												
LEP	0	0	0	0	183	2	0	0	0	0	183	1												
504 plan	0	0	0	0	181	1	0	0	0	0	182	1												
<b>Participation with accommodations</b>	23	27	23	28	2320	16	23	27	23	28	2303	16												
Identified disability (PET/IEP)	12	52	12	52	1912	82	12	52	12	52	1900	83												
LEP	1	4	1	4	159	7	1	4	1	4	173	8												
504 plan	0	0	0	0	56	2	0	0	0	0	55	2												
Other	10	43	10	43	244	11	10	43	10	43	226	10												
<b>Participation through alternate assessment (PAAP)</b>	0	0	0	0	178	1	0	0	0	0	176	1												
Identified disability (PET/IEP)	0	0	0	0	178	100	0	0	0	0	176	100												
LEP	0	0	0	0	5	3	0	0	0	0	4	2												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	27	0	0	0	0	0	28	0												
<b>Non-participation – other</b>	1	1	1	1	93	1	1	1	1	1	96	1												

<sup>1</sup> Percents are the percentage of students enrolled in each participation category.

<sup>2</sup> Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup> Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 36  
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 761–780)	2005-2006	1	1	1	1	1769	11
	2006-2007	6	8	5	7	2630	18
	<b>2007-2008</b>	<b>13</b>	<b>15</b>	<b>13</b>	<b>16</b>	<b>2604</b>	<b>18</b>
	Cum. Total*	20	8	19	8	7003	16
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 741–760)	2005-2006	39	40	39	40	7521	49
	2006-2007	43	61	42	62	7605	51
	<b>2007-2008</b>	<b>46</b>	<b>54</b>	<b>43</b>	<b>52</b>	<b>8049</b>	<b>55</b>
	Cum. Total*	128	50	124	50	23175	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 729–740)	2005-2006	32	33	32	33	3773	24
	2006-2007	13	18	12	18	3000	20
	<b>2007-2008</b>	<b>16</b>	<b>19</b>	<b>16</b>	<b>20</b>	<b>2672</b>	<b>18</b>
	Cum. Total*	61	24	60	24	9445	21
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 700–728)	2005-2006	26	27	26	27	2399	16
	2006-2007	9	13	9	13	1620	11
	<b>2007-2008</b>	<b>10</b>	<b>12</b>	<b>10</b>	<b>12</b>	<b>1190</b>	<b>8</b>
	Cum. Total*	45	18	45	18	5209	12

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	33.5	59.8	33.6	60.0	35.3	63.0
<b>Literary Text</b>	<b>28</b>	<b>50</b>	16.2	57.9	16.2	57.9	17.3	61.8
<b>Informational Text</b>	<b>28</b>	<b>50</b>	17.3	61.8	17.4	62.1	18.0	64.3

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	85	13	15	46	54	16	19	10	12	747	82	16	52	20	12	747	14515	18	55	18	8	750
<b>Ethnicity</b>																						
African American/Black	1										1						365	10	49	19	22	742
American Indian or Native Alaskan	0										0						110	6	52	24	18	744
Asian or Pacific Islander	1										1						211	26	47	20	6	752
Hispanic	2										2						173	12	54	18	15	746
Caucasian/White	81	13	16	42	52	16	20	10	12	747	78	17	50	21	13	747	13656	18	56	18	8	750
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	0	0	7	50	4	29	3	21	738	14	0	50	29	21	738	2330	2	30	36	32	735
No	71	13	18	39	55	12	17	7	10	749	68	19	53	18	10	749	12185	21	60	15	4	753
<b>Current LEP</b>																						
Yes	1										1						342	8	46	22	24	741
No	84	13	15	45	54	16	19	10	12	747	81	16	52	20	12	747	14173	18	56	18	8	750
<b>Economically disadvantaged</b>																						
Yes	55	9	16	25	45	13	24	8	15	746	55	16	45	24	15	746	5299	9	51	26	14	745
No	30	4	13	21	70	3	10	2	7	749	27	15	67	11	7	750	9216	23	58	14	5	753
<b>Migrant</b>																						
Yes	0										0						1					
No	85	13	15	46	54	16	19	10	12	747	82	16	52	20	12	747	14514	18	55	18	8	750
<b>Gender</b>																						
Female	37	10	27	17	46	8	22	2	5	752	36	28	44	22	6	752	7084	24	55	15	6	752
Male	48	3	6	29	60	8	17	8	17	744	46	7	59	17	17	744	7431	12	56	21	11	747
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	6	47	34	12	743
No	85	13	15	46	54	16	19	10	12	747	82	16	52	20	12	747	13569	19	56	17	8	750
<b>Gifted/talented program</b>																						
Yes	0										0						574	61	38	1	0	765
No	85	13	15	46	54	16	19	10	12	747	82	16	52	20	12	747	13941	16	56	19	9	749

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 36  
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	8 64 28 0	2 5 6	29 9 25	2 29 15	29 54 63	2 11 3	29 20 13	1 9 0	14 17 0	747 745 753	9 63 28 0	29 10 26	29 52 61	29 21 13	14 17 0	747 745 753	6 50 40 4	9 17 20 19	42 56 58 49	24 19 16 21	25 8 6 11	741 750 752 749
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	49 40 6 5	6 7 0 0	14 21 0 0	25 15 4 2	60 44 80 50	9 6 0 1	21 18 0 25	2 6 1 1	5 18 20 25	749 747 747 734	49 40 6 5	15 21 0 0	58 42 80 50	23 18 0 25	5 18 20 25	749 747 747 734	36 50 11 3	24 16 13 4	58 58 45 35	14 19 26 29	5 8 16 31	753 749 745 737
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	20 52 25 4	8 5 0 0	47 11 0 0	8 25 10 3	47 57 48 100	1 10 5 0	6 23 24 0	0 4 6 0	0 9 29 0	759 747 738 747	21 50 26 4	47 12 0 0	47 54 48 100	6 24 24 0	0 10 29 0	759 747 738 747	28 52 18 2	35 15 3 2	52 60 49 41	9 18 33 28	5 7 15 29	756 750 742 738
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	20 62 18	2 10 1	12 19 7	6 29 11	35 55 73	6 8 2	35 15 13	3 6 1	18 11 7	742 749 748	21 61 18	12 20 7	35 52 73	35 16 13	18 12 7	742 749 748	16 65 19	13 18 21	48 57 57	23 18 16	16 7 6	745 750 752
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	20 42 38	1 4 8	6 11 25	7 20 19	41 56 59	5 9 2	29 25 6	4 3 3	24 8 9	739 747 752	21 43 37	6 11 27	41 54 57	29 26 7	24 9 10	739 747 753	9 55 36	5 14 28	38 57 58	29 22 10	28 7 4	738 748 755
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	57 43 0	4 9	8 25	27 19	56 53	12 3	25 8	5 5	10 14	745 751	58 42 0	9 26	55 50	26 9	11 15	745 751	44 51 5	18 19 9	56 56 46	18 17 26	8 7 19	750 751 743
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	16 39 9 35	3 9 1 0	21 27 13 0	11 16 4 15	79 48 50 50	0 4 3 9	0 12 38 30	0 4 0 6	0 12 0 20	757 750 746 740	17 39 9 35	21 28 14 0	79 47 43 48	0 13 43 31	0 13 0 21	757 750 746 740	17 45 13 24	25 22 14 8	57 56 56 53	13 16 21 26	6 6 9 13	753 752 748 745
<b>Optional school/SAU question</b> A. B. C. D.	0 50 0 50	 0  0	 0  0	1 100  100	 100  100	0 0  0	0 0  0	0 0  0	0 0  0	748   748	0 50 0 50	 0  0	100 100  100	0 0  0	0 0  0	748   748	    	    	    	    	    	    

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 7  
SAU: MSAD 36  
School: Livermore Falls Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 761–780)	2005-2006	2	2	2	2	1646	11
	2006-2007	5	7	4	6	2142	14
	<b>2007-2008</b>	<b>8</b>	<b>9</b>	<b>8</b>	<b>10</b>	<b>2028</b>	<b>14</b>
	Cum. Total*	15	6	14	6	5816	13
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 741–760)	2005-2006	26	27	26	27	5497	36
	2006-2007	23	32	22	32	5642	38
	<b>2007-2008</b>	<b>39</b>	<b>46</b>	<b>39</b>	<b>48</b>	<b>5703</b>	<b>39</b>
	Cum. Total*	88	35	87	35	16842	38
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 727–740)	2005-2006	31	32	31	32	4514	29
	2006-2007	26	37	26	38	4077	27
	<b>2007-2008</b>	<b>22</b>	<b>26</b>	<b>20</b>	<b>24</b>	<b>3733</b>	<b>26</b>
	Cum. Total*	79	31	77	31	12324	27
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 700–726)	2005-2006	39	40	39	40	3797	25
	2006-2007	17	24	16	24	3001	20
	<b>2007-2008</b>	<b>16</b>	<b>19</b>	<b>15</b>	<b>18</b>	<b>3054</b>	<b>21</b>
	Cum. Total*	72	28	70	28	9852	22

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	16	29	7.6	47.5	7.7	48.1	8.8	55.0
Cluster 2: Shape and Size	14	25	4.9	35.0	5.0	35.7	5.5	39.3
Cluster 3: Mathematical Decision Making	8	14	3.7	46.3	3.7	46.3	3.5	43.8
Cluster 4: Patterns	18	32	9.2	51.1	9.4	52.2	7.9	43.9

- Cluster 1: Numbers and Operations**  
 A. Numbers and Number Sense  
 B. Computation  
 I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
 E. Geometry  
 F. Measurement
- Cluster 3: Mathematical Decision Making**  
 C. Data Analysis and Statistics  
 D. Probability
- Cluster 4: Patterns**  
 G. Patterns, Relations, and Functions  
 H. Algebra Concepts  
 K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 7  
 SAU: MSAD 36  
 School: Livermore Falls Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	85	8	9	39	46	22	26	16	19	743	82	10	48	24	18	743	14518	14	39	26	21	743
<b>Ethnicity</b>																						
African American/Black	1										1						372	5	24	25	45	731
American Indian or Native Alaskan	0										0						110	5	30	36	29	736
Asian or Pacific Islander	1										1						216	25	34	23	18	748
Hispanic	2										2						175	9	32	30	29	737
Caucasian/White	81	7	9	37	46	21	26	16	20	742	78	9	47	24	19	743	13645	14	40	26	20	743
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	14	1	7	2	14	6	43	5	36	734	14	7	14	43	36	734	2321	2	16	26	55	727
No	71	7	10	37	52	16	23	11	15	745	68	10	54	21	15	745	12197	16	44	26	15	746
<b>Current LEP</b>																						
Yes	1										1						356	7	23	24	45	731
No	84	8	10	38	45	22	26	16	19	743	81	10	47	25	19	743	14162	14	40	26	20	743
<b>Economically disadvantaged</b>																						
Yes	55	4	7	23	42	15	27	13	24	741	55	7	42	27	24	741	5301	5	31	31	33	736
No	30	4	13	16	53	7	23	3	10	747	27	15	59	19	7	749	9217	19	44	23	14	747
<b>Migrant</b>																						
Yes	0										0						1					
No	85	8	9	39	46	22	26	16	19	743	82	10	48	24	18	743	14517	14	39	26	21	743
<b>Gender</b>																						
Female	37	3	8	19	51	9	24	6	16	744	36	8	53	22	17	744	7086	14	40	26	20	743
Male	48	5	10	20	42	13	27	10	21	743	46	11	43	26	20	743	7432	14	38	25	22	743
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						946	4	23	36	37	733
No	85	8	9	39	46	22	26	16	19	743	82	10	48	24	18	743	13572	15	40	25	20	743
<b>Gifted/talented program</b>																						
Yes	0										0						575	64	31	3	1	765
No	85	8	9	39	46	22	26	16	19	743	82	10	48	24	18	743	13943	12	40	27	22	742

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
Grade: 7  
SAU: MSAD 36  
School: Livermore Falls Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	8	0	0	4	57	2	29	1	14	745	9	0	57	29	14	745	6	7	29	26	37	734
B. less than one hour	64	7	13	19	35	16	30	12	22	741	63	13	37	27	23	741	50	13	39	26	22	742
C. one to two hours	28	1	4	16	67	4	17	3	13	747	28	4	70	17	9	748	40	15	42	26	17	744
D. more than two hours	0										0						4	16	37	23	24	742
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	45	4	11	16	42	12	32	6	16	743	45	11	43	30	16	743	32	21	40	23	16	747
B. They match some of what I have learned.	46	3	8	20	51	8	21	8	21	743	45	8	54	19	19	744	50	12	42	27	19	743
C. They match just a little of what I have learned.	8	1	14	3	43	1	14	2	29	744	9	14	43	14	29	744	15	7	32	31	30	737
D. There is no match.	1	0	0	0	0	1	100	0	0	730	1	0	0	100	0	730	3	4	17	21	58	726
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	27	6	26	11	48	5	22	1	4	751	28	26	48	22	4	751	25	34	42	13	11	753
B. good	42	2	6	16	44	8	22	10	28	739	41	6	47	18	29	739	47	10	45	27	18	743
C. fair	20	0	0	10	59	5	29	2	12	745	21	0	59	29	12	745	23	3	30	36	32	735
D. poor	11	0	0	2	22	4	44	3	33	735	10	0	25	50	25	736	5	1	17	32	49	729
<b>How difficult was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	35	3	10	14	47	8	27	5	17	744	37	10	47	27	17	744	36	6	38	29	27	738
B. about the same as my regular schoolwork	55	3	6	22	47	12	26	10	21	742	54	7	50	23	20	742	53	13	42	27	18	744
C. easier than my regular schoolwork	9	2	25	3	38	2	25	1	13	748	10	25	38	25	13	748	11	40	32	15	13	753
<b>How hard did you try on the mathematics part of this test?</b>																						
A. I tried harder on this test than I do on my regular schoolwork.	59	5	10	20	41	13	27	11	22	741	60	10	42	25	23	741	46	12	40	27	21	742
B. I tried about the same as I do on my regular schoolwork.	39	2	6	18	56	7	22	5	16	746	38	7	60	20	13	747	49	16	40	25	19	744
C. I did not try as hard on this test as I do on my regular schoolwork.	2	0	0	1	50	1	50	0	0	742	3	0	50	50	0	742	5	10	27	27	36	736
<b>How often do you use laptops in mathematics class?</b>																						
A. almost every day	4	0	0	1	33	0	0	2	67	728	4	0	33	0	67	728	9	15	37	25	23	742
B. two or three days a week	1	0	0	0	0	0	0	1	100	712	1	0	0	0	100	712	20	13	41	26	20	743
C. two or three times each month	39	4	12	13	39	10	30	6	18	744	38	13	42	26	19	744	30	15	40	27	18	744
D. never or almost never	56	4	8	25	52	12	25	7	15	744	57	9	53	26	13	745	41	13	39	26	23	742
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	1	0	0	0	0	0	0	1	100	712	1	0	0	0	100	712	20	17	39	23	22	744
B. two or three days a week	19	3	19	5	31	4	25	4	25	743	20	19	31	25	25	743	29	16	40	25	19	744
C. two or three times a month	47	5	13	20	50	8	20	7	18	746	46	13	53	18	16	747	26	13	40	28	20	743
D. never or almost never	33	0	0	14	50	10	36	4	14	740	33	0	52	33	15	740	24	10	39	27	24	740
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	5	0	0	1	25	1	25	2	50	730	5	0	25	25	50	730	8	7	32	26	35	736
B. 30–45 minutes	33	3	11	14	50	5	18	6	21	744	33	11	52	19	19	745	41	12	38	27	23	741
C. 45–60 minutes	62	5	9	24	45	16	30	8	15	743	62	10	47	27	16	744	41	17	42	24	16	745
D. more than 60 minutes	0										0						10	15	38	25	22	743
<b>Optional school/SAU question</b>																						
A.	0										0											
B.	50	0	0	0	0	1	100	0	0	738	50	0	0	100	0	738						
C.	0										0											
D.	50	0	0	0	0	0	0	1	100	720	50	0	0	0	100	720						